**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
US History**

**Final Exam Review**

On the final exam, there will be 2 sections: essay and vocabulary/maps. There is a section in this review packet for each section of the exam, plus an overview of what you will see when you take the test.

**SECTION 1: ESSAY**

Write a 5-paragraph essay about September 11, 2001 that establishes a clear thesis statement and has compelling examples to support it. The essay should include quotes from interviews, including at least one quote from the 9:57 Project trip. If you were excused from the trip, please use quotes from the interviews you personally conducted.

The essay should answer this question: *What can we learn about ourselves from studying the memory of 9-11?*

You may use an outline and quotes on this section only. Please turn them in and write this essay in your exam book.

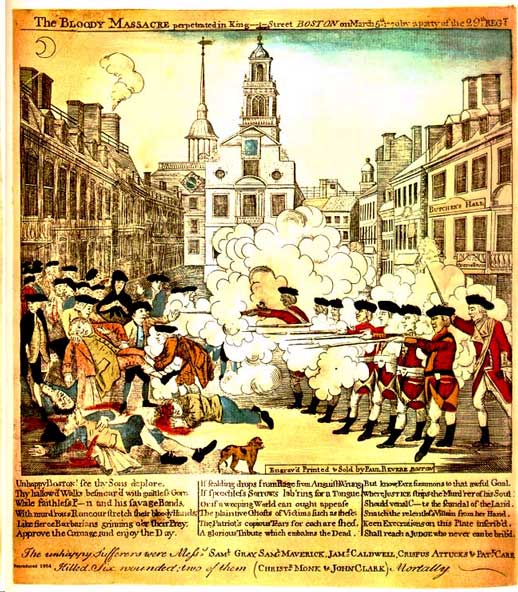
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Structure** | The report has a clearly stated thesis, and uses at least 3 supporting paragraphs to support it. The paper has a conclusion which re-states the thesis and provides significance | The report has a clearly stated thesis, and uses at least 2-3 supporting paragraphs to support it. The paper departs from the 5-paragraph structure at points. | The report does not have a clear thesis and/or conclusion, and some paragraphs are missing. | The structure of the paper does not follow a logical format, and either does not have a thesis statement or a conclusion. |
| **Give the**  **Historical context** | The interview and reflections are put into accurate and appropriate historical context. Events from the time period are interwoven clearly and concisely into the reflection. | The interview and reflections are put into historical context. Events from the time period are interwoven into the reflection. | Historical context is missing at most points in this article. An attempt is made to include some historical events, but clarity is lacking. | Historical context is completely absent from this article. No attempt is made to include historical events. |
| **Follow the thesis** | The essay follows the thesis throughout the paper, making compelling references to the thesis and providing specific examples that enhance the argument | The essay mostly follows the thesis throughout the paper, making references to the thesis and providing specific examples that enhance the argument | The essay mostly follows the thesis throughout the paper, making a few references to the thesis and provides little examples to enhance the argument. Some paragraphs do not follow the thesis. | The essay doesn’t follow the thesis throughout the paper, and makes no one or fewer references to the thesis. The paragraphs detract from the argument. |
| **Quotations** | The essay includes quotations from interviews, including at least 1 from the field trip. The quotation enhances the thesis and is directly quoted or paraphrased | The essay includes quotations from interviews, including at least 1 from the field trip. The quotation is related to the thesis and is directly quoted or paraphrased | The essay includes quotations from interviews, including at least 1 from the field trip. The quotation may or may not be related to the thesis. | The essay doesn’t make an attempt to use quotations or they are unrelated to the thesis |
| **Memory** | The essay fully explores the concept of “memory” and uses multiple examples of either personal and/or national memory to construct a compelling response to the question. | The essay explores the concept of “memory” and uses examples of either personal and/or national memory to construct a compelling response to the question. | Parts of the essay explore the concept of “memory” and it uses a small number of examples of either personal and/or national memory to construct a response to the question. | The essay does not take a look at memory and makes no attempt to use the essay question to write about the topic. |
|  | **FINAL SCORE: \_\_\_\_\_\_\_\_\_ / 20** (x2) **= \_\_\_\_\_\_\_\_\_ %** | | | |

**SECTION 2: VOCABULARY**

All vocabulary questions on the test will come from this word list. For non-Honors classes, all questions will be in the Odd Man Out format, and for Honors the Both/And format. To help yourself review these terms, define each here, put them on flashcards, put each into word webs with others in the same unit, and make connections between various terms. Questions will be taken from different units where overlapping themes are relevant. For each image, summarize the key details in a narrative about the meaning of the image. **For all starred\* words, know the definition and the year, and place each starred word on the timeline in section 4.**

1. Waldseemuller Map (1507)
2. Mercantilism
3. Encomiendas
4. Primary Source
5. Columbian Exchange (and the positive and negative effects)
6. 

Key ideas: American Revolution, Intolerable Acts, Taxation Without Representation

1. French and Indian War\*
2. Stamp Act\*
3. “Taxation Without Representation”
4. Non-importation Movement
5. Tea Act
6. Boston Tea Party\*
7. Coercive/Intolerable Acts \*
   1. Give 3 examples of these acts:
8. Sons of Liberty
9. Boston Massacre\*
10. Lexington and Concord
11. Declaration of Independence\*
12. 

Key ideas: American Revolution, Boston Massacre, Taxation Without Representation, Perspective

1. Federalist #10 (main idea)
   1. Republic:
   2. Direct Democracy:
2. Federalist #51 (main idea and solution to man’s inherent nature)
3. Bill of Rights (define and give the purpose)
4. 1st Amendment (know the 5 rights)
5. 2nd Amendment
6. 3rd Amendment
7. 4th Amendment (the search and seizure clause)
8. 5th Amendment (the double jeopardy, self-incrimination, and eminent domain clauses)
9. 8th Amendment (punishment clause)
10. 10th Amendment
11. Limited Government
12. Separation of Powers
13. Federalism

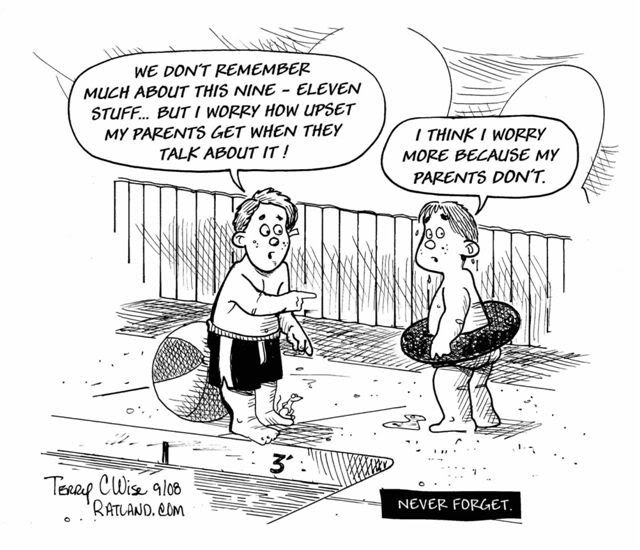
Manifest Destiny, Progress, Mexican American War

1. Checks and Balances
2. 
3. Louisiana Purchase\*
4. Manifest Destiny\* (1800-1861)
5. Missouri Compromise\*
6. Bleeding Kansas\*
7. John Brown’s Raid\*
8. Election of 1860\*
9. Secession (know year of South Carolina secession)\*
10. 13th Amendment\*
11. 14th Amendment\*
12. 15th Amendment\*
13. 

Key ideas: Immigration, Assimilation, the American Dream, Push/Pull Factors

1. Ellis Island
2. Push Factors (def. and examples)
3. Pull Factors (def. and examples)
4. Robber Barron
5. Captain of Industry
6. Tenement
7. *The Jungle*\*
8. Triangle Shirtwaist Fire\*
9. Chinese Exclusion Act\*
10. The Great Migration\*
11. Nativism
12. Social Darwinism
13. 18th and 21st Amendments\*
14. 19th Amendment\*
15. Alice Paul
16. Fair Labor Standards Act\*
17. New Deal\*
18. Keynesian Economics
19. Agricultural Adjustment Act (AAA)
20. Federal Deposit Insurance Corporation (FDIC)
21. Civilian Conservation Corps (CCC)
22. 

Key ideas: Great Depression, New Deal, Keynesian Economics, examples of the New Deal (3)

1. Great Depression\*
2. Wealth Disparity
3. Buying on Margin
4. Over-Production
5. Under-Consumption
6. September 11, 2001
7. Al Qaeda attacks before 9/11
8. Flight 93
9. Todd Beamer
10. 

Key ideas: Sept. 11, 2001, memory, 9:57 Project

1. Jason Dahl
2. Ground Zero
3. “Black Box”
4. Flight Data Recorder
5. Cockpit Voice Recorder
6. The names of two vets on the trip
7. 9:57am, Sept. 11, 2001

**SECTION 3: MAPS**

* Know all 50 states and the following sections and their years.
* *1776: The Original 13 colonies:* New Hampshire (NH), Massachusetts (MA), Rhode Island (RI), Connecticut (CT), New York (NY), Pennsylvania (PA), New Jersey (NJ) Delaware (DE), Maryland (MD), Virginia (VA), North Carolina (NC), South Carolina (SC), Georgia (GA)
* *1783: Land gained after the American Revolution:* All states between the Mississippi River and the Original 13 colonies. This river is the Western border of Wisconsin (WI), Illinois (IL), Kentucky (KY), Tennesee (TN), and Mississippi (MS)
* *1803: Land gained in the Louisiana Purchase:* The following states mark the western boundary of that area: Montana (MT), Wyoming (WY), Colorado (CO), Oklahoma (OK) Louisiana (LA).
* *1848: Land gained in the Mexican Cession:* California, Nevada, Arizona, New Mexico, Utah
* *Florida (1819), Texas (1845), and the Oregon Country (1846), Alaska (1959), and Hawaii (1959)*



**For the map of the world below, be able to locate the following items:** *Washington, D.C., North and South America, Canada, Great Britain, Western Europe, Africa, Asia, Australia, Atlantic Ocean, Pacific Ocean, Afghanistan, Iraq, Saudi Arabia, Qatar, China, Italy.*

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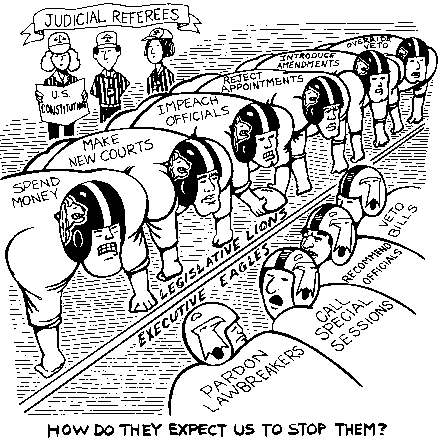
**SECTION 4: TIMELINE**

Plot the starred words from the vocabulary section of this review on the timeline below. There will not be a timeline section on the exam. This is to help you organize vocabulary to help your Odd Man Out and image short answer questions.

1750 1800 1850 1900 1950 2000

**SECTION 5: TYPES OF QUESTIONS/HOW TO STUDY**

1. **Essay** – See page one and the original 9/11 Essay handout for full instructions.
2. **Short Answer** 
   1. Images – for each image you should be able to:
      1. Explain the meaning of a political cartoon, or
      2. Place a historical image in brief context

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*Example: this image shows how the three branches of government interact with one another. At the bottom of the image are the “Executive Eagles” which is the President and cabinet. The roles of the executive branch are listed on the backs of the shirts of the football players in the image. The “Legislative Lions” is Congress, and the “Judicial Referees” are the court system. The court system uses the Constitution (being held by one referee) to interpret the laws that the Executve and Legislative branch uses. This image is arguing that the Legislative branch is more powerful than the Executive branch, because the Congress has more people lined up (and more powers, listed on their backs), and you can see members of the Executive branch saying to each other “How do they expect us to stop them”?*

* 1. Odd Man Out

**Choose which word does not belong, and explain why. In your answer, explain how**

**the two that do belong relate:** 13th, 14th, 15th Amendments

* 1. Both/And (Honors only)

**Both Abraham Lincoln and Franklin Roosevelt**

**But Lincoln**

**And Roosevelt**

1. **Maps** – See Map section above
   1. **Tip for studying:** Use blank maps over and over again. It works!

**PRACTICE MAPS –** Print this from wiki for more practice



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